

PIIC Teacher and Coach Surveys - Data Tables

Ivan Charner and Monica Mean

FHI 360

TEACHER SURVEY

Table 1. Teacher Survey Response Rate

Respondents	Total Expected Respondents	Response Rate
220	310	71%

Table 2. Grade Levels Taught

Grade Levels Taught	Number of Respondents	Percent of Respondents
Grades 1-3	3	1%
Grades 4-6	88	40%
Grades 7-8	64	29%
Grades 9-12	93	42%

Table 3. Number and percentage of teachers coached one-on-one by a PIIC coach during the 2014-2015 school year (N=220)

	Number of Respondents	Percent of Respondents
Yes	197	90%
No	23	10%

Table 4. Frequency of one-on-one coaching (N=220)

	Number of Respondents	Percent of Respondents
At Least Once or Twice a Month	129	59%
Once or Twice a Semester	68	31%
None	23	10%

Table 5. Number and percentage of teachers who participated in coach-led small group or whole school activities during the 2014-2015 school year (N=220)

	Number of Respondents	Percent of Respondents
Yes	151	69%
No, but I did participate in one-on-one coaching	51	23%
No, I did not participate in one-on-one coaching or coach-led small group or whole school activities	18	8%

Table 6. Frequency of coach-led small group or whole school activities (N=148)

	Number of Respondents	Percent of Respondents
At Least Once or Twice a Month	68	31%
Once or Twice a Semester	80	36%
None	72	33%

Table 7. Topics addressed in coach-led small group or whole school activities in the 2014-2015 school year (N=149)		
	Number of Respondents	Percent of Respondents
Using appropriate literacy strategies	131	88%
Attending grade level or content area meetings	118	79%
Using data for instructional improvement	115	77%
Implementing the BDA cycle of instructional coaching	114	77%
Applying reflective practice	96	64%

Table 8. Number and percentage of respondents that indicated the coach addressed each topic "somewhat" or "very" effectively			
	Number of Respondents (Percent of Respondents)		
	"Somewhat" Effectively	"Very" Effectively	Total
Modeling literacy practices (N=192)	51 (27%)	136 (71%)	187 (97%)
Building a collaborative environment among teachers (N=188)	61 (32%)	121 (64%)	182 (97%)
Implementing the BDA cycle of coaching (N=185)	64 (35%)	108 (58%)	172 (93%)
Applying reflective practices (N=180)	67 (37%)	97 (54%)	164 (91%)
Applying 21 st century skills (N=180)	55 (31%)	100 (56%)	155 (86%)
Collecting and analyzing whole school data to support instructional change (N=171)	70 (41%)	70 (41%)	140 (82%)

Table 9. Number and percentage of teachers who changed their instructional practice as a result of one-on-one or small group coaching (N=201)		
	Number of Respondents	Percent of Respondents
Yes	168	84%
No	33	16%

Table 10. Top three changes in instructional practice (N=167)		
	Number of Respondents	Percent of Respondents
More willing to try new instructional techniques	102	61%
Reflecting on my practice more or more effectively	91	54%
Assigning more reading and writing in content areas	79	47%

Table 11. Number and percentage of teachers that reported classroom practice changes had a positive impact on student engagement (N=168)

	Number of Respondents	Percent of Respondents
Yes	167	99%
No	1	1%

Table 12. Top three areas of student engagement impacted by changes in classroom practice (N=167)

	Number of Respondents	Percent of Respondents
A greater number of students are engaged	119	71%
Students are more engaged in reading and writing	93	56%
Students are sharing more among themselves	91	55%

Table 13. Number and percentage of teachers that reported classroom practice changes had a positive impact on student learning (N=168)

	Number of Respondents	Percent of Respondents
Yes	164	98%
No	4	2%

Table 14. Top four areas of student learning impacted by changes in classroom practice (N=163)

	Number of Respondents	Percent of Respondents
Students demonstrate ability to make connections with prior learning	113	69%
Students demonstrate deeper understanding of the concepts	105	64%
The quality of student writing has improved	94	58%
Students are thinking more broadly about the material	94	58%

COACH SURVEY

Table 15. Coach Survey Response Rates

Respondents	Total Expected Respondents	Response Rate
252	343	73%

Table 16. Grade Levels Coached

Grade Levels Coached	Number of Respondents	Percent of Respondents
Grades 1-3	7	3%
Grades 4-6	89	38%
Grades 7-12	65	28%
Grades K-12	50	21%
Grades K-8	23	10%

Table 17. Number and percentage of full- and part-time coaches (N=252)

	Number of Respondents	Percent of Respondents	Percent of respondents (not counting those with no release time) (N=234)
Full-time	147	58%	63%
Part-time	87	35%	37%
No release time*	18	7%	N/A

*Those with no release time have been removed from the analysis.

Table 18. Number of years coached (N=233)

	Number of Respondents	Percent of Respondents
Two years or fewer	109	47%
Three years or more	124	53%

Table 19. Number and percentage of coaches who provided one-on-one coaching to teachers in the 2014-2015 school year (N=222)

	Number of Respondents	Percent of Respondents
Yes	209	94%
No	13	6%

Table 20. Number of teachers coached one-on-one by coaches' full- or part-time status (N=204)

	Number of Respondents (% of full-time/part-time)		
	Full-Time	Part-Time	Total
1-3 teachers	20 (15%)	25 (35%)	45 (22%)
4-5 teachers	19 (15%)	16 (22%)	35 (17%)
More than 5 teachers	93 (70%)	31 (43%)	124 (61%)
Total	132	72	204

Table 21. Frequency of coaches' use of the BDA cycle of instructional coaching when working one-on-one with teachers by coaches' full- or part-time status (N=206)

	Number of Respondents (% of full-time/part-time)		
	Full-Time	Part-Time	Total
Always or Almost Always	63 (47%)	28 (38%)	91 (44%)
Sometimes	56 (42%)	33 (45%)	89 (43%)
Rarely or Never	14 (11%)	12 (16%)	26 (13%)
Total	133	73	206

Table 22. Topics addressed during one-on-one coaching by coaches' years of service (N=206)			
	Number of Respondents (% within years coached)		
	Two Years or Fewer	Three Years or More	Total
Using appropriate literacy strategies	77 (83%)	97 (86%)	174 (84%)
Using data for instructional improvement	70 (75%)	95 (84%)	165 (80%)
Applying reflective practice	45 (48%)	69 (61%)	114 (55%)
Using classroom management techniques	47 (51%)	61 (54%)	108 (52%)
Total	93	113	206

Table 23. Number and percentage of coaches that indicated they addressed each topic "somewhat" or "very" effectively in one-on-one coaching			
	Number of Respondents (Percent of Respondents)		
	"Somewhat" effectively	"Very" effectively	Total
Using appropriate literacy strategies (N=186)	77 (41%)	107 (58%)	184 (99%)
Collecting and using formative assessments to improve instruction (N=170)	111 (65%)	56 (33%)	167 (98%)
Using classroom management techniques (N=144)	98 (68%)	42 (29%)	140 (97%)
Applying reflective practice (N=149)	100 (67%)	42 (28%)	142 (95%)
Using PVAAS, eMetrics, iMap, 4sight, etc. for instructional improvement (N=141)	76 (54%)	48 (34%)	124 (88%)

Table 24. Number and percentage of coaches who provided small group or whole school coaching to teachers in the 2014-2015 school year (N=219)		
	Number of Respondents	Percent of Respondents
Yes	206	94%
No	13	6%

Table 25. Number of teachers coached in small groups or whole school by coaches' full- or part-time status (N=205)			
	Number of Respondents (% of full-time/part-time)		
	Full-Time	Part-Time	Total
1-5 activities	29 (23%)	33 (43%)	62 (30%)
6-15 activities	56 (44%)	32 (42%)	88 (43%)
More than 15 activities	43 (34%)	12 (16%)	55 (27%)
Total	128	77	205

Table 26. Topics addressed during small group and whole school coaching (N=201)			
	Number of Respondents (% within years coached)		
	Two Years or Fewer	Three Years or More	Total
Using data for instructional improvement	67 (77%)	94 (83%)	161 (80%)
Using appropriate literacy strategies	70 (81%)	87 (76%)	157 (78%)
Holding grade level or content area meetings	63 (72%)	84 (74%)	147 (73%)
Establishing PLCs	28 (32%)	52 (46%)	80 (40%)
Applying reflective practice	26 (30%)	42 (37%)	68 (34%)
Using classroom management techniques	16 (18%)	31 (27%)	47 (23%)
Total	87	114	201

Table 27. Number and percentage of coaches that indicated they addressed each topic "somewhat" or "very" effectively in small group or whole school coaching			
	Number of Respondents (Percent of Respondents)		
	"Somewhat" effectively	"Very" effectively	Total
Using appropriate literacy strategies (N=170)	69 (41%)	100 (59%)	169 (99%)
Building a collaborative environment among teachers (N=175)	110 (63%)	58 (33%)	168 (96%)
Collecting and using whole school and formative assessments to improve instruction (N=171)	102 (60%)	60 (35%)	162 (95%)
Using classroom management techniques (N=94)	67 (71%)	21 (22%)	88 (94%)
Applying reflective practice (N=133)	95 (71%)	29 (22%)	124 (93%)
Applying 21 st century skills (N=134)	75 (56%)	46 (34%)	121 (90%)

Table 28. Top three changes in teachers' classroom practice coaches observed as a result of one-on-one coaching (N=207)		
	Number of Respondents	Percent of Respondents
Engaging students more effectively	139	67%
Focusing more on literacy and using higher level literacy strategies, including PLN	117	57%
Using data to make decisions about instruction	78	38%

Table 29. Top three changes in teachers' classroom practice coaches have observed as a result of small group or whole school coaching (N=205)

	Number of Respondents	Percent of Respondents
Focusing more on literacy and using higher level literacy strategies, including PLN	112	55%
More confident in trying new strategies	110	54%
Using data to make decisions about instruction	82	40%

Table 30. Number and percentage of coaches who have met one-on-one with their mentor in the 2014-2015 school year (N=217)

	Number of Respondents	Percent of Respondents
Yes	139	64%
No	78	36%

Table 31. Number of times coaches met with their mentors one-on-one in the 2014-2015 school year (N=139)

	Number of Respondents	Percent of Respondents
1 time	44	32%
2-4 times	61	44%
More than 4 times	34	25%

Table 32. Number and percentage of coaches who attended mentor-held coach meetings in the 2014-2015 school year (N=215)

	Number of Respondents	Percent of Respondents
Yes	213	99%
No	2	1%

Table 33. Number of times coaches attended mentor-held coach meetings in the 2014-2015 school year (N=211)

	Number of Respondents	Percent of Respondents
1 meeting	2	1%
2-4 meetings	27	13%
More than 4 meetings	182	86%

Table 34. Top four topics addressed in one-on-one or group meetings with mentors (N=206)

	Number of Respondents	Percent of Respondents
Implementing the BDA cycle of coaching	186	90%
Applying reflective practice	166	81%
Building a collaborative environment among teachers	165	80%
Using appropriate literacy strategies	164	80%

Table 35. Number and percentage of coaches that indicated mentors addressed each topic “somewhat” or “very” effectively

	Number of Respondents (Percent of Respondents)		
	“Somewhat” effectively	“Very” effectively	Total
Applying reflective practice (N=182)	57 (31%)	125 (69%)	182 (100%)
Using appropriate literacy strategies (N=180)	38 (21%)	139 (77%)	177 (98%)
Building a collaborative environment among teachers (N=179)	50 (28%)	126 (70%)	176 (98%)
Collecting and using whole school and formative assessments to improve instruction (N=146)	66 (45%)	77 (53%)	143 (98%)
Implementing the BDA cycle of coaching (N=194)	50 (26%)	141 (73%)	191 (98%)
Using classroom management techniques (N=106)	45 (42%)	58 (55%)	103 (97%)
Applying 21 st century skills (N=157)	66 (42%)	87 (55%)	153 (97%)

Table 36. Top three areas changed in coaching practice as a result of one-on-one mentoring or mentor-held coach meetings (N=202)

	Number of Respondents	Percent of Respondents
Sharing specific strategies and resources with teachers that were provided by my mentor	113	56%
Collaborating with other coaches	105	52%
More motivated and confident in my practice because of mentor support	94	47%
Reflecting more effectively on my coaching practice	90	45%

KtO Survey

The following questions ask you to reflect on the state of literacy instruction in your classroom as well as the work of the literacy coach in your building. The results from this anonymous survey will be shared with our KtO monitor from the state and may be shared at a conference this summer.

* Required

1. How have you worked with the literacy coach in your building this year? *

Check all that apply

Check all that apply.

- ☐ worked with her to plan a lesson or lessons
- ☐ worked with her to design an assessment or a rubric for an assessment
- ☐ worked with her to develop a project
- ☐ invited her into my class to model an instructional strategy
- ☐ invited her to co-teach a lesson or lessons with me
- ☐ worked with her to further develop curricular modules
- ☐ attended a formal PD session facilitated by her (in-service or staff meeting)
- ☐ worked with her to make progress on a PDE initiative such as SLOs, teacher effectiveness or a tiered supervision project
- ☐ had a discussion with her (informal or formal) that made me reflect on my professional practice
- ☐ read and/or discussed professional text with her
- ☐ worked with her on a district-wide initiative (PLC, instructional framework, student engagement, curricular materials)
- ☐ attended a small group session to work on a specific initiative
- ☐ asked her for resources to use in my classroom
- ☐ Other: _____

2. How do you use G-RADE data? *

Check all that apply

Check all that apply.

- ☐ I don't even know what the G-RADE is
- ☐ I have never seen or discussed results from a G-RADE test
- ☐ I use G-RADE results to make a seating chart in my classes so that students are paired with a learning partner who is within one stanine of their reading level
- ☐ I use G-RADE results to differentiate the reading material I use for instruction (leveled texts)

3. For participants who took the PLN course in PREVIOUS YEARS: How much of the PLN has become a permanent part of your professional practice?

Check all that apply

Check all that apply.

- ☐ students using turn & talk
- ☐ students actively annotating or marking text
- ☐ Collins writing
- ☐ partner reading
- ☐ independent reading (soft reading to see what stands out in a text before discussing)
- ☐ no more round robin or popcorn reading in my class
- ☐ I-search
- ☐ negotiated choice of reading material in my class
- ☐ literature circles
- ☐ students taking more ownership of their learning/doing the bulk of the cognitive work in the classroom
- ☐ chunking text and/or lectures so students process what they've heard or read every ten minutes or so
- ☐ Other: _____

4. For THIS YEAR'S PLN participants only: How has the PLN course, credit or non-credit, affected your instructional practice?

5. How has your instructional practice about literacy instruction changed with regard to literacy over the past three years with the addition of KtO funds and a literacy coach in the building? *

If not at all, simply write n/a

6. How would you describe the literacy environment at our school? *

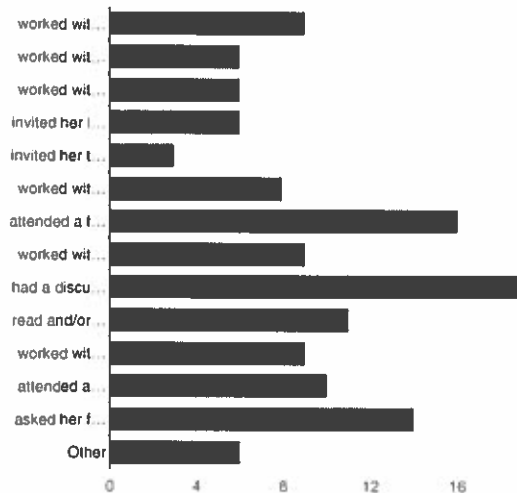
7. What do you know about literacy instruction now that you didn't before you took the HEAT course, took a KtO module or worked with your instructional literacy coach?

23 responses

[View all responses](#) [Publish analytics](#)

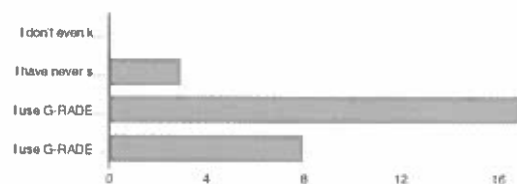
Summary

How have you worked with the literacy coach in your building this year?



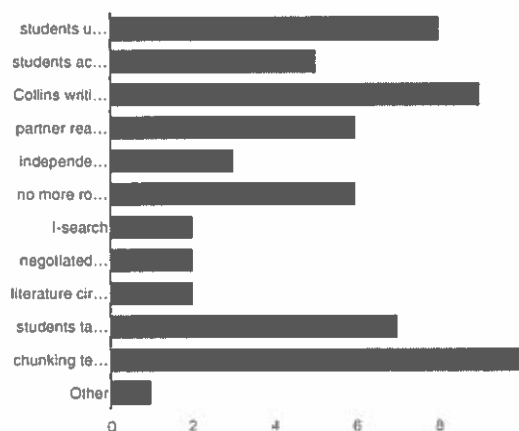
worked with her to plan a lesson or lessons	9	39.1%
worked with her to design an assessment or a rubric for an assessment	6	26.1%
worked with her to develop a project	6	26.1%
invited her into my class to model an instructional strategy	6	26.1%
invited her to co-teach a lesson or lessons with me	3	13%
worked with her to further develop curricular modules	8	34.8%
attended a formal PD session facilitated by her (in-service or staff meeting)	16	69.6%
worked with her to make progress on a PDE initiative such as SLOs, teacher effectiveness or a tiered supervision project	9	39.1%
had a discussion with her (informal or formal) that made me reflect on my professional practice	19	82.6%
read and/or discussed professional text with her	11	47.8%
worked with her on a district-wide initiative (PLC, instructional framework, student engagement, curricular materials)	9	39.1%
attended a small group session to work on a specific initiative	10	43.5%
asked her for resources to use in my classroom	14	60.9%
Other	6	26.1%

How do you use G-RADE data?



I don't even know what the G-RADE is	0	0%
I have never seen or discussed results from a G-RADE test	3	13%
I use G-RADE results to make a seating chart in my classes so that students are paired with a learning partner who is within one stanine of their reading level	17	73.9%
I use G-RADE results to differentiate the reading material I use for instruction (leveled texts)	8	34.8%

For participants who took the PLN course in PREVIOUS YEARS: How much of the PLN has become a permanent part of your professional practice?



students using turn & talk	8	72.7%
students actively annotating or marking text	5	45.5%
Collins writing	9	81.8%
partner reading	6	54.5%
independent reading (soft reading to see what stands out in a text before discussing)	3	27.3%
no more round robin or popcorn reading in my class	6	54.5%
I-search	2	18.2%
negotiated choice of reading material in my class	2	18.2%
literature circles	2	18.2%
students taking more ownership of their learning/doing the bulk of the cognitive work in the classroom	7	63.6%
chunking text and/or lectures so students process what they've heard or read every ten minutes or so	10	90.9%
Other	1	9.1%

For THIS YEAR'S PLN participants only: How has the PLN course, credit or non-credit, affected your instructional practice?

I am beginning to incorporate various PLN strategies into my teaching (turn and talk, students annotating on text, collins writing, etc.)

It made me realize how much more still needs done to the curriculum and my practice. I use Collins writings (1-3) now, stampers/stickers, turn and talk and set time limits (with timer) for do nows and sometimes for other class activities. I write the do now answers on the board and students who never participate (especially lower readers) share what they wrote because all answers are accepted. I still need to reflect on what we learned and make other changes. There was so much good information presented it takes time to process it all and change practice.

In developing a lesson, I have input turn-and-talk moments in order to get students to access their prior knowledge of a concept related to the concept being taught that day. I have also developed writing portions in guided notes to get students writing about the content.

Made me rethink how I teach selections and how they can be taught differently to be more effective

N/A

This information presented was by far the best educational experience. I have in ways improved my reading strategies for my students that once did not exist at all.

This year's PLN course has completely transformed the reading and writing that take place in my classroom. We partner-read, we annotate texts & use our annotations to open up discussions, we respond in writing & share our writing with our partners, etc., etc. etc. Nearly all of my students can compose a Collins Type 1 in a matter of minutes without whining, and I've grown pretty handy with a stamp. It's amazing what a difference immediate feedback makes. My writing instruction overall has become less onerous and more effective, and my students are taking more responsibility for their reading than ever before. I couldn't be happier with what PLN has taught me.

How has your instructional practice about literacy instruction changed with regard to literacy over the past three years with the addition of KtO funds and a literacy coach in the building?

n/a

n/a newer teacher

We were able to implement research-based interventions such as Journeys and Language Live. We have more supplemental materials to use across the curriculum, not just in Reading/Language Arts class. Teachers good practice (PLN) is standardized so students have similar expectations across all classes (do now, Collins writing, stamps, etc.). All of these increase the literacy environment in the school.

I look at my students reading levels even though I teach math to help better differentiate for students with lower reading levels.

It's wonderful have a great literacy coach who you can go to for advice and council on ways to be a better teacher.

The KtO funds have made it possible to reach more students by acquiring updated, popular reading materials.

Working with Mrs. Kerr over the last several years has been invaluable to my development as a professional. My students analyze primary and secondary sources. Also, my students write frequently and have improved their collective ability dramatically.

Mrs. Krett was able to secure me instructional materials for the specific needs and interests of my students.

As the math coach, I have stressed the importance of literacy skills enhancing math instruction, including turn-and-talk, and writing about doing mathematics. It has become much better now that resource is available to help with any questions I have.

I have included more writing and discussions about the reading rather than just have them read.

It has helped me be a better teacher by designing lessons that are more engaging and effective to meet the needs of all learners.

My classroom instruction is completely different. I never would have used nearly the amount of partner work. I see the progress in my classroom that has come from the direct instruction of J. Krett.

I have a better understanding of the data and how to interpret scores to assist with individual weaknesses. My students are allowed to work in a workbook format and are involved in on-line learning daily.

I use more Collins writing to just get students writing about a topic. I also like the think/pair/share to aide learning and discussion.

The techniques that I use in the classroom have changed since I took the PLN course. I try to incorporate more writing, especially Type 2 Collins, in my classroom. I give students the opportunity to "mark up" texts and will specifically ask them to do certain things.

I've realized I can expect students to read in class as a valid instructional practice. Until my PLN course, it seemed to be implied that having students read in class was a no-no. I'm glad to have had the exposure to valuable resources that not only encourage the practice but give supporting evidence as to why it is a good practice.

I have used more writing assignments as DO NOWs

Literacy coach has stressed reading and I believe it has helped students in many facets of their education.

It has changed in the fact that it promotes different reading ways to help students understand the meaning of text and text dependent work.

Again, a complete transformation. I have learned more and more effective instructional practices in the past three years than I did in the sum total of all of my previous years as a teacher. The presence of a literacy coach who actually helps me and works for and with me has changed everything. My coach does everything from compiling and interpreting test scores to designing materials and lessons to supporting me while I try out new techniques to purchasing materials for my classroom to . . . really, I'm surprised that she doesn't wash and wax my car while she's at it. She's smart and she works tirelessly for us and for our kids. We couldn't ask for more.

How would you describe the literacy environment at our school?

I think in order for this to be extremely effective, we must begin the literacy practices we are using at the Elementary level.

I feel our school does a great job to promote and encourage literacy among our students. Our interactive digital content and displays/boards give extra opportunities for students to be engaged in reading and/or show possible rewards and benefits of reading. Our literacy coach has a great attitude and relationship with the students and keeps up on the knowledge of what students are reading to suggest titles to reluctant readers. I appreciate her personal library that she lends from. I personally always have a book in my hand and love to talk to students about what I am reading or what I have read. We have reading and writing competitions and different clubs and extra activities to challenge our students.

Students have more access to literature through classroom materials, more books in the library and more books in the classroom. More students are reading than previously and the rigor in some classrooms has increased with the new materials and modules. However, more students need to be engaged in reading independently. A lot of students still do not read for fun or the enjoyment of reading. I think an SSR time (PLN style) would go a long way in encouraging more students to read.

Low

Decent, but improving with the PLN classes.

Still mixed. We still have students who aren't that interested in reading (some perhaps, because they struggle) and others who adore it.

Improving

I believe Mrs. Krett has done an EXCELLENT job of promoting literacy at our school and making students more excited about recreational reading. Additionally, I believe the teachers have learned tremendous tips and tricks to promote literacy at school.

The literacy environment at our school is improving, but still has a way to go.

Better-- but still not where it needs to be. Some kids still aren't reading independently. It is not practiced by them.

I would

improving/progressing

Weak but getting stronger each year.

We have become more aware/knowledgeable of what it takes to improve reading scores and what we as educators can do to motivate students who may not have had an interest to read because they struggled with it.

I think the staff is implementing new ideas. I think students are adapting to the changes slowly.

Krett is a great resource and is always willing to help pull together an idea for a lesson or a project. Our students do a good amount of reading in class. Many of our students read for pleasure as well. I believe that reading is encouraged and celebrated in our school with things like the Alphabet Challenge and battle of the Books.

It seemed to turn a corner the last two years but this running on a skeleton crew nonsense is for the birds. If this is the trend in education its no wonder people are fleeing from it.

My students refuse to read directions or word problems.

Could be better, but with Krett's enthusiasm it seems to be on an upward trend.

That the school, staff, and coaches are promoting literacy which is reading and understanding to improve the way students learning and apply information.

improved and will continue to grow with the more teachers being able to obtain the bits and pieces of information we were provided.

The literacy environment at our school is much richer and deeper as a result of KtO and the initiatives and resources it has brought with it. I no longer feel as if I am the only teacher asking my students to read and write—I have plenty of backup, which means that I no longer need to struggle to implement basic literacy work in my class. My students are reading and writing on a routine basis in almost all of their classes, and it shows. It's been quite some time since I've seen a word search left in the copier. Also, more of our kids are reading independently, talking about books, and borrowing books.

What do you know about literacy instruction now that you didn't before you took the HEAT course, took a KtO module or worked with your instructional literacy coach?

I have learned so much from my literacy coach when it comes to G-RADE data, Collins writing, ideas for working with reluctant readers, and promoting literacy school wide. She is a valuable resource and I wish my content area allowed me to use her more.

I could write a book. I learned about PA Common Core Standards, how to write modules, more places to find with high interest materials, and how to write TDAs. I learned so much from the PLN class including learning how to annotate text and learning what kinds of questions to ask that really raise the achievement and interest. I also learned what the research says about how to make students better readers. Previously, I knew a lot about what was wrong with literacy instruction and the results to students but not about practical strategies that can be used to increase reading achievement.

Literacy instruction is harder to accommodate when teaching other subjects, however it is necessary

Collins Writing

Way to enhance it with technology, either through the creation of supplemental activities, the potential for more collaboration and discussion of reading material, or increased accessibility to reading material.

Mrs. Krett has helped me break down the enormous task that is literacy into smaller sections.

Literacy instruction can be used across all curricula, not just language arts curricula. Literacy in mathematics includes understanding the symbols as a second language as well as the vocabulary.

That it is better for the students to interact with the text through Close reading and marking of text.

how to teach students how to annotate/highlight text

I did not take the HEAT course, yet.

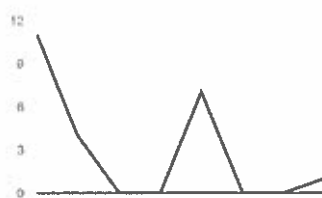
How important it is to look at the data to plan your lesson or practice materials necessary to improve the areas that are the weakest for your students.

I know a lot more about strategies to try in my classroom.

See above...

Really? What kind of a question is that? My job might be easier now that I've learned PLN techniques which shift more of the responsibility for literacy work off of me and onto my students, but I'm still working under some serious time constraints. I'd have to sit here for quite some time to list them all. So see above answers, and here's a relatively random list of three: how to pick ONLY 3 Focus Correction Areas in writing and ONLY work there; how to harness teenagers' insistent & insatiable need for sociability in a truly focused and productive manner through turn & talks; how to create vocabulary assignments which require students to repeatedly use the vocabulary words while actually thinking about the words and their properties rather than quickly slapping them into a context-less sentence into which any other word of the same part of speech would fit equally well.

Number of daily responses



2013-14 WHHS Literacy Survey

As an end of the year review of the implementation of literacy practices in your classroom, please complete the following survey by Friday, May 16th.

* Required

1. Last Name *

2. First Name *

3. Content Area (Special Education teachers please list your content area) *

4. How has the Keystones to Opportunity (KtO) grant affected you professionally? *

The goal of the KtO grant is to improve literacy achievement for ALL students by creating a 21st Century literacy environment where children can acquire the reading, writing, speaking, listening, and language skills they need to succeed academically and to be able to communicate and contribute to society.

Check all that apply.

- ☐ I use materials purchased with KtO grant money for instruction in my class.
- ☐ I have applied what I learned in a KtO learning module from the 2012-2013 school year.
- ☐ I have taken the HEAT course, but have been unsuccessful in changing my instructional practice as a result of the coursework.
- ☐ I have taken the HEAT course and have made small changes my instructional practice as a result of the coursework.
- ☐ I have taken the HEAT course and have made major changes my instructional practice as a result of the coursework.
- ☐ The KtO grant has had no effect on me.
- ☐ Other:

5. ELA Teachers: How do you use G-RADE data?*Mark only one oval.*

- ☐ I don't even know what the G-RADE is
- ☐ I have never really looked at results from a G-RADE test
- ☐ I use G-RADE results to make a seating chart in my classes so that students are paired with a learning partner who is within one stanine of their reading level
- ☐ I use G-RADE results to differentiate the reading material I use for instruction
- ☐ G-RADE results aren't meaningful for me
- ☐ I am NOT an ELA teacher.

6. In what ways do you contribute to the overall culture of literacy in our school? **Check all that apply**Check all that apply.*

- ☐ I model independent reading and students often see me with a newspaper or a book in my hand
- ☐ I share what I've learned from my reading with students
- ☐ I recommend things for students to read
- ☐ I ask students about what they're reading independently.
- ☐ I require independent reading for my course
- ☐ I encourage students to take part in the Alphabet Challenge
- ☐ Other: _____

7. When students have to get information from printed text, what reading strategies do you use in your classroom? *

Mark only one oval per row.

	Never	Rarely	Occasionally	Often	Daily
TEACHER READ ALOUD (fluent reader reads to students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TEACHER THINK ALOUD (teacher reads aloud, but stops in strategic spots to communicate private thoughts about the reading process and the content)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PARTNER READING (students read to a partner so ten to fifteen pairs are reading aloud quietly at the same time)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ROUND ROBIN or "POPCORN" READING (students take turns as a whole group)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TEACHER TRAIL OFF (teacher begins a sentence, then stops so students can fill in the next word as a group.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CHORAL READING (whole group reads together as a chorus)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
students read SILENTLY and INDEPENDENTLY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
students read silently and are required to MAKE NOTES while they read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
STUDENT VOLUNTEERS are called on to read aloud for the group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OTHER (Please detail below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. What OTHER types of reading strategies do you use in your classroom? *

9. With how much fidelity are you implementing Collins Type I Writing in your classroom? *

When we came to school last August, most of the teachers attended a 45-minute workshop on Collins Writing. Since it's a whole district initiative, we'd like to check on the consistency of practice among our staff. Please check all that apply.

Check all that apply.

- ☐ Minimum number of lines required (full lines)
- ☐ Explicit (You actually say, "This is a Collins Type I.")
- ☐ Immediate feedback (check, stamp, sticker, etc.) as soon as completed
- ☐ Recorded grade: Full credit = on task No credit = anything else
- ☐ Use turn & talk strategy so student is accountable for what is written
- ☐ I don't use Collins Type I writing in my classroom

10. With how much fidelity are you implementing Collins Type II Writing in your classroom? *

Check all that apply.

Check all that apply.

- ☐ Specific question with quantifiable content (four reasons, three examples, two steps, etc.)
- ☐ There is a correct answer
- ☐ Student highlights "answers" and you read only what has been highlighted
- ☐ Can be used as quiz/formative assessment
- ☐ Graded on a 4-3-2-1 scale (all, most, some or few of the ideas correct; 0 reserved for no attempt)
- ☐ Explicit (You actually say, "This is a Collins Type II.")
- ☐ I don't use Collins Type II writing in my classroom

11. With how much fidelity are you implementing Collins Type III Writing in your classroom? *

Check all that apply.

- ☐ Writing assignment requires substantive content
- ☐ ONLY graded on up to three Focus Correction Areas (FCAs); one must be content, one organizational format and one mechanical/stylistic aspect OR two content and one organization (if not grading grammatical/stylistic components)
- ☐ Peer reviewed (learning partner must hear the reader read it)
- ☐ One draft only – complete all edits on the original draft
- ☐ Explicit (You actually say, "This is a Collins Type III.")
- ☐ I don't use Collins Type III writing in my classroom

12. What kinds of writing do you use in your classroom regularly? *

Check all that apply

Check all that apply.

- ☐ Collins Type I
- ☐ Collins Type II
- ☐ Collins Type III
- ☐ RAFT writing assignments
- ☐ Journal Writing
- ☐ free writing
- ☐ creative writing extensions
- ☐ Other: _____

13. How would you like to work with your literacy coach in the future?

Powered by



